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Office of School Excellence REPORT TO THE LEGISLATURE

Reading Plan for Michigan
Read, Educate and Develop Youth
Michigan Literacy Progress Profile
Summer School Program

All Students Achieve Program – Parent Involvement and Education
All Students Achieve Program – Literacy Achievement Program
Michigan School Readiness Program

Report to the Legislature

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**Michigan Department of Education
Report to the Legislature
Executive Summary**

During the past four years, the legislature has funded five new early childhood and reading programs that reinforce and support the State Board of Education and department's commitment to help ensure children enter school READY and they become independent successful readers by the end of third grade. These programs are also aligned with the Board's strategic goal of substantial and meaningful improvement in academic achievement in chronically underperforming schools.

Programs include: The Read, Educate and Develop Youth (R.E.A.D.Y.) program; The Michigan Literacy Progress Profile (MLPP); The Reading Plan for Michigan Summer School Program and the All Students Achieve-Program Summer School Program (ASAP-SSP); The Reading Improvement Assistance Program revised to the All Students Achieve Program-Literacy Achievement Program (ASAP-LAP), and the All Students Achieve Program-Parent Involvement and Education Program (ASAP-PIE).

These programs have or are beginning to yield significant results. Highlights of the results are as follows:

Program: Read, Educate and Develop Youth (R.E.A.D.Y.) program

Goal: Develop a program designed to provide parents and caregivers with engaging materials and learning activities to help children develop the language and literacy skills needed to enter school READY.

Results: R.E.A.D.Y. is a national award-winning program and is one of the most cost-effective early childhood parent information efforts in Michigan's history. According to a research survey nearly 100 percent of families receiving the program's R.E.A.D.Y. kit valued and used its materials. Two thirds of parents and caregivers were motivated to read and interact more with their young child -- a critical factor in ensuring children enter school READY. Total families impacted by the program exceed 630,000 at a cost of under \$14 per child.

Program: The Michigan Literacy Progress Profile (MLPP)

Goal: Develop a program designed to increase preschool and early elementary educator effectiveness in teaching children to read.

Results: Nearly 30 percent of public preschool, elementary and special education teachers (11,475) have received 35-40 hours of MLPP training. For the first time, teachers have a consistent and uniform statewide literacy assessment and instructional system to determine and document preschool through third grade student literacy development, inform and guide classroom instruction and improve student learning.

While initial evaluations show the MLPP correlates with other nationally recognized literacy assessments and consistently and accurately measures student performance, additional research is needed to evaluate the long-term reliability, validity and impact of the MLPP on teachers' decision-making and student achievement. In addition, efforts to ensure the MLPP is fully aligned to federal literacy achievement and assessments need to continue. Building on initial data, a new three-year evaluation plan was developed. This evaluation is in its second year of the three-year plan. However, funding for the third-year of this evaluation, as well as administration funding to complete the federal/state program alignment has been eliminated.

Program: **The Reading Plan for Michigan, Summer School Program and the All Students Achieve Program-Summer School Program (ASAP-SSP)**

Goal: Develop a competitive grant program to formulate an intensive summer school model based on identified “best practice” for early elementary children to maintain and increase student achievement in reading and math for implementation in school districts across the state.

Results: Two department summer school programs have been developed to accomplish the program’s goal. The first program, the Reading Plan for Michigan’s, Summer School Program resulted in the development of effective criteria and models for summer reading programs. This program was funded by Federal Goals 2000 grants and was operational from 1999 through 2001.

- Results indicate summer school produced significant positive reading gains for children in primary grades and served as a buffer for summer reading loss that is often experienced by low-achieving students.
- The same benefits of summer school were evident on standardized test scores. Many students who began summer school as pre-readers progressed to reader status by the end of the program.
- Moreover, this gain was accelerated during the ensuing school year.

The evaluation and anecdotal information gathered for the Goals 2000 program served as a foundation upon which the department’s second and only state-funded summer school program, the All Students Achieve Program-Summer School Program (ASAP-SSP) was developed. This program was operational during the summer of 2001.

ASAP-SSP competitive grants were awarded to 130 grantees serving over 25,394 students. Results for the ASAP-SSP are currently being compiled, however, initial data shows: Sixty-seven (67) percent of all students gained in reading and math, 60-70 percent of income eligible and special education students also gained in reading and 80 percent gained in math. ASAP-SSP state cost per student was calculated at approximately \$730.

Program: **All Students Achieve Program-Parent Involvement and Education Program (ASAP-PIE)**

Goal: Develop a competitive grant program to foster the maintenance of stable families, improve school readiness and reduce the number of students requiring special education in school.

Results: Programs became fully operational in the fall of 2001. During August and September, the 23 intermediate school districts awarded grants served over 7,000 families, of which nearly half had low household incomes. Many programs began serving families with newborns, to encourage positive parenting skills and help children get a successful start. Identifying and providing services to families with children showing developmental delays were also an immediate priority to reduce the need for intensive special education services at a later date in school.

While it is too early to measure the overall impact of the ASAP-PIE program, this report includes real examples from support partners and parents of how this program has touched their lives. From the 22 month old child who spoke only four to five words when first seen by a PIE family support partner and has now passed the 60-word mark just a few months later to a ten-month-old child who after six weeks of help went from not rolling, crawling, or bringing his hands to his mouth to a child who could roll, crawl, pull himself up to furniture, and feed himself. The ASAP-PIE program is beginning to make a difference, one child and one family at a time.

Program: **The Reading Improvement Assistance Program revised to the All Students Achieve Program - Literacy Achievement Program (ASAP-LAP)**

Goal: Develop a competitive grant program to local and intermediate school districts and public school academies for reading programs to assist kindergarten - fourth grade students who are at risk for reading failure.

Results: While 82 percent of districts awarded grants implemented their programs at the beginning of this school year (2001/2002), early indications are showing that student reading achievement is up and referrals to special education are down. Included within this report are numerous examples and statements from districts outlining student achievement data and the positive impact this grant program has on students and teachers in their district.

For example:

- In Muskegon, the reduction in special education referrals has been remarkable. Referrals have dropped nearly 65 percent from 154 to 100 over the past year.
- The Huron Valley School District has said the ASAP-LAP grant has proven to be the most effective change agent in improving students' literacy skills in the past 30 years. Also, as a result of grant funding, they believe the best literacy instructional practices are more consistently used in classrooms across the district and the likelihood of all of our students being fluent readers by the end of third grade has increased significantly.
- A student in an ASAP-LAP program went from being a defiant and disruptive third grader who could read at a low second grade level to becoming a well-behaved student reading above grade level during her first six months of the program.

Beyond the legislative report required for the programs listed above, important information on the state-funded Michigan School Readiness Program (MSRP) has also been enclosed.

I. **Reading Plan for Michigan (RPM)**

In Michigan and throughout the nation, an alarming number of children enter school without the language and literacy foundation necessary to succeed in school. Many children from all socioeconomic backgrounds do not know where a book begins or ends, that words are made up of letters and that words carry meaning. These children enter school already behind.

In addition, more than one of every three children do not pass state and national reading tests¹. The implications of this lack of reading proficiency are profound and are directly related to the economic strength of our state and nation.



The Importance of READING - What National Research Shows:

- Reading serves as the major foundational skill for all school-based learning.²
- Although reading and writing abilities continue to develop throughout life, the early childhood years - from birth through age eight - are the most important period for literacy development.³
- The development of early literacy skills through early experiences with books and stories is critically linked to a child's success in learning to read.⁴
- Only 5% of children learn to read effortlessly.⁵
- 20% - 30% of children learn to read relatively easily once exposed to formal instruction.⁶
- 60% of children face a more formidable challenge:⁷
 - For 20% to 30% of these children, reading is one of the most difficult tasks they will have to master throughout their schooling.
 - 90% to 95% of poor readers can greatly increase reading skills to average reading levels through prevention and early intervention programs that combine: phonemic awareness, phonics, fluency development, and reading comprehension strategies that are provided by well trained teachers.
- 88% of poor readers in first grade have the probability of being poor readers in fourth grade.⁸
- 75% of children who are poor readers, who are not helped prior to age nine, will continue to have reading difficulties through high school.⁹
- 10% to 15% of children who have difficulties learning to read will drop out of school; only 2% complete a four-year college program.¹⁰
- While older children and adults can be taught to read, the time and expense is enormous.¹¹
- Poverty begets poverty, and the major perpetuating factor is school failure, which in turn, is typically the result of reading failure in school.¹²
- 80% of children identified as having learning disabilities have their primary difficulties in learning to read.¹³
- The illiteracy rate among current U.S. prisoners is 86%.¹⁴
- Half of adolescents and young adults with criminal records have reading difficulties.¹⁵
- Half of the youths with histories of substance abuse have reading problems.¹⁶

In the 1998 State of the State Address, and later in an Executive Directive to the Michigan Department of Education (MDE), Governor John Engler outlined his Reading Plan for Michigan (RPM). In response, the Michigan Department of Education (MDE) with the assistance of the RPM Advisory Council developed one of the most comprehensive and innovative programs in the nation designed to help every Michigan student read by the end of third grade. The RPM consists of a birth through age 4 component and two preschool through 4th grade programs, which support the State Board of Education's long-term commitment to early childhood education and student reading achievement. Sharon Wise chairs the Board's Task Force, Ensuring Early Childhood Literacy.

I. Reading Plan for Michigan (continued)

A. **BIRTH TO AGE 4 COMPONENT: Read, Educate and Develop Youth (R.E.A.D.Y.) program**

Recent brain development research shows that from birth to age four, a child's ability to learn is greater than at any other time in his or her life. These studies also show that most children have the ability to learn these critical building blocks if they are *routinely* exposed to basic language and literacy activities at an early age.

While this information is compelling, many parents are unaware of the critical link between early childhood learning and their children's ability to succeed in school. Therefore, there is a tremendous need to increase parent and public awareness and understanding of this issue so that children can reach their full potential.

Designed to reach **all** parents of young children in Michigan, R.E.A.D.Y. was developed to:

- Increase awareness that children's early years are learning years.
- Provide parents and caregivers with engaging materials and learning activities to help children develop the language and literacy skills needed to enter school READY.

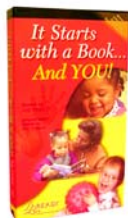
The main component of the R.E.A.D.Y. program is the R.E.A.D.Y. kit. This colorful and engaging kit contains both age appropriate and general information and materials. Age-specific materials for infants (0-1), toddlers (1-2), and preschoolers (2-4) are packaged in a R.E.A.D.Y. folder and include:

- A quality children's book,
- Four parent/child activity cards,
- An activity magnet, and
- A pocket-sized list of enjoyable age appropriate books.



Non age-specific kit materials include:

- A R.E.A.D.Y. brochure on the importance of reading to young children,
- A music cassette of nursery rhymes and children's favorite songs,
- A child development video tape and booklet from *I Am Your Child*,
- A child development wheel, and
- A parent membership card recognizing parents for their commitment to help their young child (ren) learn and succeed.



To reinforce the program's message and goal, additional R.E.A.D.Y. products have been developed including: Hispanic R.E.A.D.Y. kits, an award winning video titled *It Starts with a Book And YOU!* illustrating learning activities parents and caregivers can use to help increase the language and literacy development of young children, and the popular R.E.A.D.Y. to Learn Literacy Pack for children ages 4-6 filled with more than 20 literacy building activities centered around the book *The Very Hungry Caterpillar*.



A. R.E.A.D.Y. (continued)



1.) What Research Tells Us:

- Learning to read is based in large part on developing language and literacy-related skills very early in life.¹⁷
- Although reading and writing abilities continue to develop throughout life, the early childhood years - from birth through age eight - are the most important period for literacy development.¹⁸
- The cognitive and emotional development and experiences of children in the early years of life and school are inextricably linked to their overall performance in later school years.¹⁹
- The earlier in a child's educational process parent involvement begins, the more powerful the effects.²⁰

2.) **R.E.A.D.Y. Program Yields BIG IMPACT for Funding Dollars**

- R.E.A.D.Y. has become a national award winning program and is being used as a model in several states.
- R.E.A.D.Y. is one of the most cost-effective early childhood parent information programs in Michigan's history.
- Nearly 100% of families valued and used the kit.²¹
- Total families impacted by the program exceed 630,000 at a cost of under \$14 per child.
- R.E.A.D.Y. has greatly increased parent awareness of the impact of their children's early learning experiences and the connection to learning and succeeding in school.²²
- R.E.A.D.Y. has been proven to motivate parents to read and interact more with their young child -- a critical factor in ensuring children enter school READY.²³
- Parent and community demand for kits has historically exceeded supply.
- Parents, educators and communities have embraced the program.

3.) **R.E.A.D.Y. Kit Distribution**

R.E.A.D.Y. kits and products were distributed through a network of county coordinators. As a result, distribution varied significantly based on county coordinator resources. These include: Intermediate School Districts, Family Independence Agency offices, Human Service Agencies, Libraries, Family Resource Centers, Multi-Purpose Collaborative Bodies (MPCB's), *Early On*® offices and others.



- Each year there are 140,000 children born in Michigan.
- From the R.E.A.D.Y. program announcement in 1998 through 2001, R.E.A.D.Y. has been able to impact approximately **one-third** of the parents with young children in Michigan. Resources allowed for only:
 - 30% of families with infants to receive the kit,
 - 20% of families with toddlers to receive the kit, and
 - 35% of families with preschoolers to receive the kit.
- Of the families who received kits:
 - 80% lived in urban areas, and
 - 20% lived in rural areas.

3.) **R.E.A.D.Y. Kit Distribution (continued)**

- Less than 25% of birthing hospitals in the state distribute R.E.A.D.Y. kits.
- Less than 5% of pediatricians' offices distribute R.E.A.D.Y. kits.
- All Family Independence Agency specialists conducting home visits have received quantities of kits.
- Most 2000-2001 Head Start Programs have received quantities of kits.
- All licensed child care providers have received kits.
- R.E.A.D.Y. kits are a critical element in hundreds of community literacy and early childhood programs including the parent involvement component *within most local ASAP-PIE grants.*

4.) **Funding**

While research confirms a majority of learning takes place during a child's early years, **one percent** of state educational funds for 1999-2000 were allocated to educational programs for children prior to entering kindergarten.

During FY 1998 - FY 2001, the R.E.A.D.Y. program received a total of \$7.7 million in federal and state funds and \$941,284 in multi-year corporate financial contributions to produce and distribute over **630,000 free** R.E.A.D.Y. kits to Michigan parents at a cost of under \$14 per child. Expenditures also include product development, test marketing and program administration.

The award-winning R.E.A.D.Y. program **is the only state-funded early learning program** in Michigan history **targeting all parents** of young children. The program has been proven both effective and cost efficient. However, as the result of declining state revenues, state funding for the program was eliminated in FY 2002. Kit production has currently been suspended. As a result of existing inventory, limited quantities of kits and R.E.A.D.Y. products remain available on a cost-plus basis. Broad distribution to at-risk families will require continued state support. The annual cost to provide kits to at-risk families with infants is estimated at \$500,000.

5.) **Examples of How R.E.A.D.Y. Kits Were Used in Michigan**

Ranae McCauley, Kalkaska County

"The READY Kits have been an incredibly valuable tool. We have used them to spread the messages about child development and literacy in a number of ways. We have parents of tots and infants playgroups that meet twice per week. The first group is "Sing a Song of Fitness", with an emphasis on rhythm and rhymes and healthy lifestyles. The kits are distributed to all new families and with tremendous response. The second group is called "Way to Grow" with an emphasis on child development. The kits are very helpful in reinforcing our message to families. They are always surprised at the information in the video regarding brain development. Many of our families believe that learning begins at Kindergarten. This kit has helped to heighten awareness of parents as teachers and that the ability to learn is a lifelong process, not just for their child but for themselves as well. They are distributed in the Healthy Futures program that provides a home visit to every family with a new child. Immunization Clinics, Infant and Maternal Health Services, Kindergarten Roundup and the local hospital use the kits to help spread this important message.

Giving this kit free of charge to our families is a great icebreaker. It opens the door to a relationship that is critical if we are to reach families with this important information. The kits' sponsors and proponents should be proud of the efforts and the positive response the kits have generated. They have helped to bring a crucial piece of child development to the forefront. My thanks to all for a quality product that will leave a lasting impact on our county."

5.) Examples of How R.E.A.D.Y. Kits Were Used in Michigan (cont.)

Kathy Torrey, Ottawa County

"I can't think of how many programs would be affected by a large cut to the R.E.A.D.Y. kits but I know that they are used at parent meetings and on home visits by our home visitors trained in Parents As Teachers (PAT). Through the ASAP-PIE grants, many more parent educators are being trained to work through the local ISDs. R.E.A.D.Y. kits are a wonderful resource to share with families and show how much the state cares about the future of our children. Many pre-schools, day care centers, local Michigan School Readiness Programs and Migrant Education programs distribute the kits to families in both languages.



Also, local hospitals and businesses are distributing them to their expectant parents and families with children through preschool. The READY kits have been a real source of pride for our state and parents we see at our Parent Resource Center just love them! I would HATE to see the funding cut for this valuable resource for our families. Since the state has just shown support for the families of young children through the ASAP-PIE grant."

Trese A. Steinaway, Livingston Educational Services Agency

"I would like to encourage the legislature NOT TO CUT FUNDING for the READY Project (as well as all literacy projects)! The Livingston Educational Service Agency disburses the READY kits to hospitals, Family Independence Agency, The Brighton Area Library, The Cromaine Library (Hartland), the Howell Cromaine Library, as well as all schools requesting kits in Livingston County. It would be a grave disservice to the future leaders of Michigan to cut this funding. Please remember that the children of Michigan ARE the future of Michigan."

6.) What parents said about the R.E.A.D.Y. kit and program

"I couldn't wait to get it open."

"It offered a lot of information."

"It provided something educational for me and my child."

7.) What educators said about the R.E.A.D.Y. kit and program

"This kit is full of good information, the kind parents need long before their kids are old enough to go to school."

"This is excellent, I wish every parent in Michigan could have this right from the start."

"Great! This (kit) contains a lot of ideas that I talk to parents about at our kindergarten open house. It is much better if parents have been hearing it for five years before their children reach kindergarten."

8.) Changing Culture Requires Long-Term Commitment

To dramatically increase the number of children entering school with the language and emergent literacy skills needed to become successful readers and students requires a sustainable long-term commitment at the federal, state and local level.

B. SCHOOL PROGRAM COMPONENT: Michigan Literacy Progress Profile

The first school component of the Reading Plan for Michigan is the Michigan Literacy Progress Profile (MLPP) designed to increase preschool and early elementary educator effectiveness in teaching children to read.

The Michigan Literacy Progress Profile (MLPP) is a dynamic literacy assessment and instructional system used to determine and document preschool to third-grade student literacy development, inform and guide classroom instruction and improve student learning. Providing teachers with effective instructional materials and resources and improving teacher quality are major priorities of the State Board of Education.

1.) What National Research Shows:

- Teacher preparation is fundamental in order to prevent reading difficulties among young children.²⁴
- Every dollar spent on more highly qualified teachers yields greater improvement in student achievement than any other use of school resources.²⁵
- Most teachers receive little formal instruction on reading development and disorders during either undergraduate and/or graduate studies.
- The average teacher completes only two reading courses. Surveys of teachers taking these courses indicate:
 - teachers rarely observe professors demonstrating instructional reading methods with children,
 - course work is superficial and typically unrelated to teaching practice, and
 - student teaching experiences and practices are fragmented and inconsistent.²⁶
- Teachers must be able to identify students' strengths and weaknesses and plan instructional programs that help students make progress.²⁷
- A majority of classroom teachers feel they are not prepared to address individual differences in learning abilities in the classroom.²⁸
- The success of the best-designed reading intervention programs is highly dependent upon the training and skills of the teacher.²⁹
- Teaching reading comprehension strategies to students is complex. Teachers must not only have a firm grasp of the content presented in text, but also must have a substantial knowledge of the strategies that are the most effective for different students and types of content and of how to best teach and model strategy use.³⁰



- ### 2.)
- The MLPP contains a wide variety of research-based assessment tools and instructional strategies that provide appropriate learning experiences to move a child's literacy growth through developmental levels. These tools present teachers and parents with information about what an individual child knows and can do well, as s/he uses literacy to become a strategic and thoughtful communicator. The single most important goal of assessment is to increase student learning. Therefore, the assessments included are designed to guide and support instruction.

2.) The MLPP Contents (continued)

The MLPP includes:

- Eleven performance assessments of which five are *milestone* assessments that require multiple skills operating in an integrated manner to achieve success. Accompanying these *milestones* are 6 *enabling skill* assessments such as phonemic awareness and decoding words allowing a teacher to dig deeper if a child is experiencing difficulty.
- Record sheets.
- Individual Literacy Progress Profile.
- Portfolio.
- Instructional suggestions for teachers and parents.

MLPP Milestone Assessment Tools include:

- Literacy Attitudes - Literacy attitudes profoundly affect the performance of students as they progress through their literacy development. These attitudes are formed primarily through various cultural, social and emotional interactions inside and outside of school. This assessment allows the teacher to have a “peek” into what helps or hinders a student’s achievement as s/he moves through literacy instruction. The Literacy Attitudes Survey, Logs, and Teacher’s Observation Record are tools for gathering information about how the child understands the use of reading and writing. They provide information about how children perceive reading and writing for recreational and academic purposes.
- Oral Language - Oral language provides the foundation upon which knowledge of written text develops. Understanding how well a child can use spoken language to express ideas and feelings, to interact with others, and to facilitate daily activities provides us with information about how he or she may begin to process and use written language. This milestone task is assessed through the use of scripting and analyzing an oral language sample and/or the student’s use of language during the school day.
- Comprehension - Comprehension is a milestone behavior that requires the flexible use of multiple skills for successful performance. The comprehension performance tasks assess the child’s ability to use reasoning and reading strategies for understanding and applying text. The tasks ask children to respond to familiar stories, unfamiliar stories, and informational texts by making predictions, retelling, summarizing, refining vocabulary, accessing prior knowledge, setting, purposes, prioritizing content, and making connections to their own lives.
- Oral Reading - A successful reader uses multiple skills in an intentional integrated manner allowing meaning to be constructed. Assessing oral reading provides a “window” into the reader’s use of skills for accuracy and fluency during the act of reading. The Oral Reading assessment tools are used to document and analyze the way children organize and apply the understanding they have of the sounds/symbol relationship and comprehension of ideas in text.

2.) The MLPP Contents (continued)

- Writing - Writing is a milestone behavior task assessing the child's ability to use reasoning and writing strategies for communicating ideas and creating text. The writing tasks provide important information about how a child communicates thoughts and ideas using the craft and conventions of written language.

Milestone behaviors should be assessed in some form or another on a regular basis throughout a child's school career and progress should be charted within and across grade levels. A child's progress in these milestone behavior areas helps teachers understand how well the student can apply all the knowledge she has learned.

Children acquire literacy skills at varying rates and experience rapid growth spurts and plateaus as their skills develop. In general, children who are making steady progress on the milestone behaviors usually are doing fine on enabling skills. For example, a child who can read successfully on first reader level material at the end of first grade is probably making good progress on developing phonological awareness skills, letter/sound correspondences, and a healthy collection of sight words.

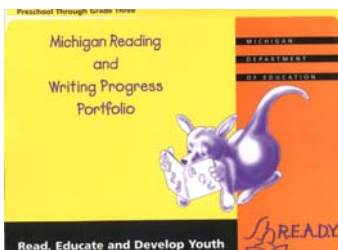
When children do not seem to be making expected progress on milestone tasks, a teacher should use the *enabling skill* assessment tools and select appropriate instructional strategies to meet individual student needs.

Enabling Skills/Assessments include:

- * Phonological Awareness - hearing separate sounds within each word
 - Phonemic awareness
 - Phonics
- * Concepts of Print - knowledge about the way printed language is used.
- * Letter/Sound Identification - knowing the alphabet and the sounds each letter makes.
- * Hearing and Recording Sounds - being able to write those sounds as letters.
- * Sight Word/Decodable Word Lists - words that are read without having to "sound them out."
- * Known Words - common words that a child can write from memory.

In addition to the MLPP, a *Preschool - Grade 3 Literacy Portfolio* was designed to provide teachers and parents with a clear picture of student literacy progress. Designed to travel with the child from teacher to teacher and from school to school, it contains:

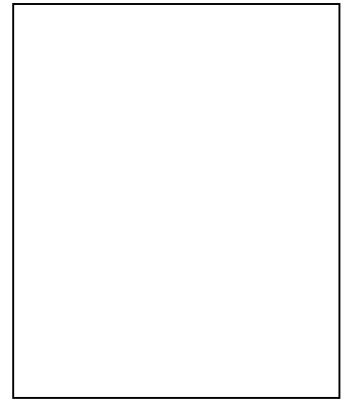
- A Profile sheet that summarizes the child's performance on the assessment tools of the MLPP;
- Individual record (scoring) sheets on each of the assessments;
- Examples of work selected by the child to reflect her/his best performances; and
- Student work samples collected by teachers as indicators of literacy development.



3.) **Home Literacy Building Activities**

To provide parents with the tools to reinforce student learning at home, a new addition to the MLPP called *Family FUNdamentals* has been developed by teachers. It includes:

- *Family FUNdamentals* -- filled with over 500 teacher-designed, take-home literacy activities, directly aligned with the MLPP.
- Introduction of the MLPP components for families.
- Information for families on how children learn to read and write.
- Tips for Teachers on how to work more effectively with families
- Resources for further information.



What Research Shows:

- School age children spend 70% of their waking hours (including weekends and holidays) outside of school.³¹
- A review of 66 research studies involving parent involvement and student achievement found that, when parents are involved in their children's education at home they do better in school and the school does better.³²
- Research show that when parents are involved students have:
 - Higher grades, test scores, and graduation rates,
 - Better school attendance,
 - Increased motivation, better self-esteem,
 - Lower rates of suspension,
 - Decreased use of drugs and alcohol,
 - Fewer instances of violent behavior, and
 - Greater enrollment rates in post-secondary education.³³
- Family participation in education was *twice* as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs had effects that were *10 times* greater than other factors.³⁴
- The earlier in a child's educational process parent involvement begins, the more powerful the effects.³⁵
- The more intensely parents are involved, the more beneficial the achievement effects.³⁶
- The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.³⁷
- When schools encourage children to practice reading at home with parents, the children made significant gains in reading achievement compared to those who only practiced at school.³⁸

Family FUNdamentals has been piloted in 75 schools and will be published jointly through MDE and Wayne RESA Regional Literacy Training Center in the spring of 2002. To provide legislative leadership with a preview of this exciting new MDE parent involvement tool, CD copies have been enclosed.

4.) Funding

The MLPP is the only state-funded early literacy professional development program. Its funding has increased nearly one out of every three preschool, elementary and special education teacher's knowledge of literacy development and his/her ability to inform, guide and improve classroom instruction and student learning.

Name of Program	Michigan Literacy Progress Profile (MLPP)
Date Began	Development began in 1997 First Training of Trainers Summer 1999
Developed By	Early Literacy Committee/ MDE Staff
Total Funding	FY 00 (Goals 2000) \$320,000 (Began w/ \$20,000 per RLTC, increased to \$40,000 during 2 nd half of the year) FY 01 \$5M FY 02 \$2M FY 03 \$0

5.) MLPP Training

To date, nearly 1,000 staff from intermediate and local school districts have completed 70 hours of MLPP training and have become regional trainers for eight Regional Literacy Training Centers (RLTC). These RLTC's are responsible for planning with local schools and school districts to train teachers within their region. A listing of RLTC training centers and teachers trained by each center is on the following pages.



MLPP Training Session

RLTC coordinators have achieved great success in designing professional development experiences; creating resources; and involving teacher preparation institutions and educators of English as a Second language, special education, and early childhood in their regional training efforts.

Total Educators Trained

Over 11,000 (nearly 30 percent) of public preschool, elementary and special education teachers have received 35-40 hours of MLPP training. However, two-thirds of public preschool and elementary school teachers and their students have yet to benefit from the training.

The State Board of Education has made providing teachers with effective instructional materials and resources a high priority. John Austin and Eileen Weiser lead the Board's task force on Ensuring Excellent Educators.

MLPP Training Overview

	# Trained Trainers	# Trained Teachers	# Spec. Ed. Teachers Trained	#Public Academy Teachers Trained	#Private School Teachers Trained	# Re-certified MLPP	# Trained Admin	Other	Grade Level Breakout for Teachers	Total Expenditures
Mid-MI	163	1355	89 9 SE Trainers	13	8	833 50 in training	25	6 Univ. Trainers	Prek-24, k-238 First - 386 Second - 286 Third - 224 RR/Title 1 - 83	MDE \$311,396 Local \$30,476
Ingham	58	721	84	10	3		17		Prek -10 K - 85 First - 119 Second - 91 Third - 57	MDE \$381,260
Oakland	160	3680	190 teachers 5 trainers		25		118		Prek - 154 K - 730 First - 1018 Second - 766 Third - 370	MDE \$353,893
Macomb	163	895	66Teachers 12Trainers	25	32	612 in training				\$382,225
Wayne	180	2136	52	22	6			38	Prek -12 K -123 First - 158 Second - 153 Third - 154	MDE-295,461 Local-35,000 Total \$331,261
Marquette-Alger	19	489	34 4 SE Trainers		31	514 in training	5		PreK -24 K - 182 First 204 Second 23 Third - 10 Title 1- 12 Multi - 22	MDE 334,073 Local 138,740 Total \$472,813
Charlevoix-Emmet	69	1016	127	28	85	459 in training			K - 191 First 259 Second 236 Third 203 Title 1 - 104	MDE 375,066 Local 329,000 Total \$704,066
West-MI	153	1183	54	7	17	482 in training	255 Awareness	Teacher Educ. 6 trainers	Prek 17 K 291 First 450 Second 343 Third 175	MDE 240,860.27
TOTAL	965	11,475	726	105	207	2,950	420	50	Prek - 241 K - 1840 First - 2335 Second - 1898 Third - 1543 Title 1 - 199 Multi - 22	MDE \$2,674,234 Local \$533,216 Total \$3,207,450

6.) **Additional Information:**

- Public school academies and private schools have participated in MLPP training across nearly all of the regions.
- Administrators are being informed of the MLPP assessment instruments and balanced literacy instructional strategies.
- An initial effort has been made to make the MLPP balanced literacy information available to preschool educators in order to provide a seamless transition into formal school environments.
- The teachers using MLPP are evenly distributed across kindergarten through third grade classrooms.
- Initial efforts have been made to train Title I educators and paraprofessionals who work as a team with classroom teachers in the use of the MLPP.

7.) **MLPP Evaluation Results and Validity**

Preliminary Findings: Within the final component of the Reading Plan for Michigan, the creation of an Exemplary Summer School Program model, initial information surfaced regarding the Michigan Literacy Progress Profile (MLPP) assessment instruments. The following statements provided *preliminary findings* from the Goals 2000 Cycle 6 and 8 Summer Reading Programs and provided the basis for development a comprehensive three-year MLPP evaluation plan.



- The main purpose of the Cycle 6 and 8 Evaluations was to measure the impact of summer school on participating students. The secondary purpose was to gather information on the usefulness of some MLPP assessment tasks. Therefore, psychometric evaluation of the MLPP validity was not included in the design of the research. Not all MLPP tasks were included in the research and the same children did not receive all reading tasks.
- The evaluations focused on students in a small sample of summer reading programs. Moreover, these students were typically most at risk of reading failure. Given the restriction of the student population, the findings related to validity should be considered conservative estimates.
- The MLPP assessments for which content and construct validity were measured were those currently in use during 1998 and 1999. Many of these assessments have undergone revision and their current forms differ from those used in both the Cycle 6 and Cycle 8 evaluations.
- The student assessment data used in some of these analyses were gathered by local staff in each of the Cycle 6 sample programs. There was considerable variability in the procedures used to collect the data that may also limit the validity of the assessments.
- Given these cautionary remarks, we offer the following observations regarding the concurrent and construct validity of the MLPP assessments.



a.) **Concurrent Validity (Do MLPP test scores correlate with nationally-recognized literacy assessments?)**

- MLPP measures of Oral Reading exhibit moderate correlations with the Gates MacGinitie Reading test, the Degrees of Reading Power (DRP) test, and the Qualitative Reading Inventory II (QRI-II). The most similar tasks of oral reading, such as measures of accuracy and fluency, displayed the strongest correlations.
- Scores on the Developmental Reading Assessment (DRA), which was used by summer school teachers in applying the 1998 iteration of the MLPP, correlated strongly with scores on the QRI-II in terms of assigning student text level placements.
- Word identification and oral reading accuracy from the Johns Basic Reading Inventory were strongly related to scores on the Gates MacGinitie Reading test.
- Measures of comprehension in the oral reading assessments had few strong correlations with comprehension measures in the Gates test and the DRP assessment.

b.) **Construct Validity (Do MLPP assessment tools accurately measure student performance?)**

- YES! The oral reading assessments in the QRI appear to have strong construct validity because a factor analysis revealed that the multiple measures form two clusters; one related to Decoding and one related to Comprehension.
- Scores on Concepts About Print, Hearing and Recording Sounds, and Phonemic Awareness are correlated modestly one year later with oral reading accuracy and rate on the QRI. Hearing and Recording Sounds and Phonemic Awareness are also correlated slightly with the Gates scores but the sample size is small and these results are only preliminary. Also, in the 1998 version of the MLPP, these same tests of enabling skills formed what might be called a “code level” cluster of skills; that is, scores on any one of the tests tended to be highly correlated with scores on any of the other tests.
- During 2001, a team of researchers from the University of Michigan and Michigan State University worked with teachers in several districts throughout the state of Michigan to evaluate the MLPP assessment battery developed by the Michigan Department of Education. More than 500 children in grades K-3 were tested with different MLPP assessment tasks. The full report should be available by March 2002 with data tables, statistics, and interpretations. The following points appear to be supported by data analyses conducted at this time.

c.) Reliability (Do the MLPP assessment tools consistently measure students' performance?)

- The tasks with the strongest reliabilities, all within conventional levels of psychometric acceptability, included: Letter Identification, Letter-Sound Identification, Hearing and Recording Sounds, Phonemic Awareness, Known Words, Reading Rate, and Sight Words.
- The tasks with moderate reliability included Concepts About Print, Fluency, Oral Reading Accuracy, Comprehension, and Retelling.

Several factors influenced the correlations and may lead to underestimates of the reliability of the MLPP assessment tasks.

- Students may have learned the stimuli and text from the first test period. Notice that many of the MLPP tasks with moderate reliability involve the second reading of the same passage.
- Familiarity and practice effects may have increased scores on the re-test.
- Some of the scores are near ceiling levels with restricted ranges and may distort the correlations.
- Some scores have narrow ranges and many tie scores, which attenuate the Pearson r statistic.

Children who received MLPP assessment tasks also were administered tasks from the Texas Primary Reading Inventory (TPRI) and the Gates-McGinitie Reading Test to assess concurrent validity. The Gates data have not been analyzed to date.

- Preliminary analyses indicate that MLPP tasks are correlated reasonably with similar tasks across tests. This means that Phonemic Awareness, Letter Naming, Word Identification, and Concepts About Print tasks in the MLPP and TPRI are correlated at acceptable levels and thus indicate concurrent validity of the MLPP tasks.

d.) MLPP Evaluation Focus Group, Joanne Teitler, Field Project, Oakland University, Graduate Student Report

Focus group results indicated:

- Teachers benefit from the MLPP program.
- Teachers get a better idea of the developmental level of individual students.
- The MLPP provided teachers a venue for further screening of new students or those children who struggle.
- Teachers were more able to provide ideas for parents to work with their children on specific goals.
- Teachers are able to use the assessments to drive instruction.
- The MLPP provides teachers with a common language to discuss student progress.
- Teachers can use data obtained from these assessments to create lesson plans and individualize instruction to meet student needs. Assessment has become more consistent across districts and between districts.
- The MLPP assessments provide important data teachers can share with parents.
- Teacher training is vital.

8.) **Future Direction**

Building on the initial summer school data, a three-year evaluation of the reliability, validity and impact of the MLPP on teachers' decision-making and student achievement has been developed. This evaluation study is currently in its second year and will include the gathering of data from a group of students who have received instruction from teachers using the MLPP to guide instructional decisions over the three-year period with culminating data being gathered from student performance on the new English Language Arts Michigan Education Assessment Program (MEAP) test that will be given in 2003.

The new evaluation study includes efforts to:

- Conduct longitudinal research in classrooms and with teachers to determine the impact of the MLPP on classroom practices in assessment and instruction.
- Determine the influence of the MLPP training on teacher effectiveness and instructional capacity.
- Assess the validity and reliability of the MLPP administration and scoring procedures.
- Determine the long-term validity of the MLPP.
- Conduct an impartial evaluation of the MLPP.

This continuing evaluation is a critical and essential element to ensure the cost effectiveness and impact of this program, as well as, the MLPPs alignment to State Board of Education and federal assessments. However, third-year funding for this evaluation is uncertain.

9.) **MLPP Impact Examples**

Supervisor of Professional Development and Technology, Cheboygan-Otsego-Presque Isle Educational Service District (COP ESD)

The MLPP assessment and balanced literacy instruction was a major initiative for our professional development plans during the 2000-2001 school year. We have very little base funding for professional development and this grant allowed us to help teachers K-3 become familiar with the latest research and practice regarding literacy instruction.

The MLPP assessments have opened many windows for administrators and teachers to help students reach higher levels of literacy. Teachers see clearly the relationship between balanced literacy and curriculum alignment. In addition, MLPP has added consistency and continuity of instruction throughout our districts.

According to Pam Jones, Literacy Consultant at COP ESD, "Teachers now understand how assessment informs instruction. They are learning how to implement many new instructional strategies in the areas of reading and writing. Teachers understand more clearly how reading and writing work as reciprocal processes to move children from where they are to the next level."

COP ESD plans to continue to support this initiative through ongoing professional development. MLPP support teams have been created in each of our twenty-two elementary buildings. Pam also visits each building to support MLPP assessment and to model balanced literacy instruction. Two of our local districts have mandated that teachers use the MLPP assessment and the accompanying instructional strategy components. Most of our elementary schools use the MLPP portfolio system for their students.

Teachers are excited about learning and using these new teaching strategies as evidenced by the tremendous increase in participation of our professional development activities. The MLPP assessments in our ESD have been strongly endorsed by all our local districts and teachers see how these changes improve their instruction for children.

C. SCHOOL PROGRAM COMPONENT: MDE/Goals 2000 Summer School and All Students Achieve Program - Summer School Program (ASAP-SSP)

The final school component of the Reading Plan for Michigan is the ***MDE/Goals 2000 Summer School Program***. This summer school program began in 1998 as a research project funded by the Goals 2000 federal grant program to identify the characteristics of effective summer school reading programs and to provide models for the development of these “best practice” programs in all school districts.

In 1999 through 2001, this program awarded grants totaling \$15.6 million for early elementary summer reading programs. The evaluation and anecdotal information gathered during these years served as the foundation upon which the All Students Achieve Program - Summer School Program (ASAP-SSP) was developed.



Within the School Aid Act for FY 2001, the legislature authorized \$38 million in funding for the ASAP-SSP. This was to be the first of three years of funding. However, due to Michigan’s current economic climate, funding for FY 2002 and FY 2003 has been eliminated.

Summer School Overview

Name of Program	Goals 2000 State Administered Federally Funded Summer School	ASAP-SSP
Date Began	April 98	December 2000
Date Implemented	Summer 98	June 2001
Developed By	MDE Staff	Legislatively mandated, developed by MDE staff
Total Funding	Summer 98 \$663,903 – Goals 2000 pilot program Summer 99 \$5M for K-4 students Summer 00 \$5, 683,377 for K-4 students Summer 01 \$4,909,777 for students entering K&1 st grade Summer 02 Goals 2000 program eliminated	Summer 01 The legislature approved \$38M, \$26.2M was awarded for students exiting grades 1-4. Summer 02 Funding has been eliminated
Program Goal	The 1998 grant funded a pilot program designed to identify the characteristics of effective summer school reading programs and to provide models for the development of these “best practice” programs in all school districts. 1999 through 2001 grants funded summer school programs to improve student literacy and reading skills.	An intensive summer school program based on identified “best practice” for early elementary children to maintain and increase student achievement in reading & math
Program Impact	1998: 6 LEAs & 1 ISD funded; 646 students 1999: 54 LEAs & 9 ISDs funded; 13,705 students 2000: 18 LEAs & 12 ISDs funded; 9,612 students 2001: 72 LEAs & 17 ISDs funded; 5,119 students	2001: 130 Grantees encompassing 228 districts, local education agencies, intermediate school districts, public school academies; serving over 25,394 students
Program Results	Pilot resulted in the development of effective criteria for future state-funded summer reading programs. <ul style="list-style-type: none"> ➤ 1999-2001: Children who attended summer reading programs read the same passages faster, more accurately, and with greater comprehension at the end of summer school. ➤ For students who began the study as pre-readers. Summer school helped to move significantly more of them from pre-reader to reader status. Moreover, this gain was accelerated during the ensuing school year. ➤ The same benefits of summer school were evident on standardized test scores. 	The final ASAP-SSP report is currently being compiled. Preliminary data shows: <ul style="list-style-type: none"> ➤ 67% of students gained in reading and math. ➤ 80% of income eligible and special education students gained in math and roughly 60-70% gained in reading. State Cost per Student <ul style="list-style-type: none"> ➤ Approximately \$735 per student Additional information on the cost effectiveness, impact on reducing the number of students requiring special education and improving pupil scores on standardized tests will be provided upon release of the final ASAP-SSP report.

MDE/Goals 2000 Summer School Final Program Report



Summary

A research team comprised of representatives from Ingham Intermediate School District, the University of Michigan, and Michigan State University conducted an evaluation of four summer school programs that received supplemental state funding as part of the Cycle 10 (FY 2000) MDE/Goals 2000 program.

This was Year 3 of the collaborative research evaluating summer reading programs. MDE provided funds to conduct the evaluation of the effectiveness of the summer reading programs and the utility of the Michigan Literacy Progress Profile (MLPP), a battery of early literacy assessments revised and developed by MDE, in the sample funded districts.

The evaluation was designed to “build local capacity” for schools and districts to assess and document their own summer reading programs. To that end, the research team conducted workshops and developed diverse materials as well as a website with downloadable forms and training videos for Michigan educators to use.

The research team chose four funded summer programs as demonstration sites and met frequently with them to document their different models of assessment. This report describes the evaluation activities throughout the summer of 2000 and the subsequent school year in which the assessment procedures were documented and the materials and the website made available to Michigan educators.

Background

Before providing the details of the project in Year 3, it may be useful to provide a summary of the evaluation of summer reading programs in Year 2. Between spring 1999 and summer 2000, the research team collected and analyzed a large amount of data from summer reading programs in twelve sample districts throughout Michigan on several important aspects of the programs including:

- student reading performance;
- perceptions of students’ reading habits and attitudes from three sources: students, parents, and teachers;
- classroom curriculum;
- teacher instructional strategies; and
- perceptions about the quality and impact of the program from summer school teachers, receiving teachers, and program administrators.

The student data were collected for both experimental and control students at the sample sites. District personnel were asked to administer the Gates McGinitie Reading Test (GMRT) to the sample of children who were eligible for summer school, with the expectation that a large number of them would, for a variety of reasons, not attend summer school. In this way, the research team hoped to obtain something approximating a control group, acknowledging, of course, that the research team could never meet the strict experimental expectation for random assignment of students to either experimental or control groups.

MDE/Goals 2000 Summer School Final Program Report (continued)

Subsequently, members of our research team administered the additional assessments at pretest (May of 1999 prior to the beginning of the program), posttest (September of 1999) and delayed test (May of 2000) to as many of the students from the original samples as the research team could locate. The analyses of student performance data examined growth over time for both experimental and control students to determine the impact of the program on student achievement. The data from teachers, parents, and program administrators were used to complement and contextualize the student performance analyses. The large amount of data has taken two years to analyze and there are still additional analyses that the research team will conduct.

Key Findings

- 1.) The most important finding of this research is the demonstration that summer reading programs can provide significant advantages to young children who are at risk for low achievement.



In Year 1 of our collaboration, the research team showed that children who attended summer reading programs read the same passages faster, more accurately, and with greater comprehension at the end of summer school than at the beginning. However, the lack of controls and comparisons weakens the conclusion from that study. That is why the experimental design of the research in Year 2 was important. In that study, the research team tested K-3 students eligible for summer school in the spring and identified those who did and did not attend summer programs at 19 different sites throughout the state.

- 2.) Students who began the study at a pre-reading or below kindergarten level progressed to reading on grade level, moreover, this type of gain was accelerated during the ensuing school year.
- 3.) In contrast to summer gains, children who did not attend summer programs exhibited loss of reading skills (or at least no gains) over the summer. Summer school produced significant positive reading gains for children in primary grades and served as a buffer for summer reading loss that is often experienced by low-achieving students.

Summer school produced significant positive reading gains for children in primary grades and served as a buffer for summer reading loss that is often experienced by low-achieving students.

Lessons Learned

The research team learned is about which factors affect summer gains in reading.

1. First, the team wondered whether attendance during the summer was the crucial factor, so we divided the children into high and low absenteeism groups to predict growth from pretest to posttest among all children who attended summer school. Attendance did not explain variations in performance gain from pretest to posttest to delayed test.
2. Second, the team compared the bottom and top 25 percent of both summer school attendees and Control group children to determine whether they shared any common characteristics, such as age, gender, race, site, and the like. No clear patterns or relationships emerged from this analysis.

Lessons Learned (continued)

- 3.) Third, the factors that did produce the most summer gains are related to the amount of time spent reading and the degree of structure in the instructional program. Analyses of the teacher log data revealed that children spent most of their time on reading activities. Most of the instructional time was spent in whole class groupings during all activities except for guided, partner and independent reading.

For the majority of the districts represented, the story genre was most frequently used. The time spent reading, class grouping, and genres reported in the instructional logs, helped us to distinguish the practices of higher and lower growth classrooms. In higher growth classrooms, students read extensively in a variety of formats, including small group and one-on-one settings with the teacher. These students received some direct instruction in reading skills, but these skills were more frequently moved in the context of authentic and integrated reading activities.

Implications for Summer School Programs

Our experiences with summer school programs in the state of Michigan provided us with many insights about summer school. Therefore, we made the following recommendations for implementing and assessing effective summer reading programs.

- 1.) Avoid control group evaluation designs. As desirable as it might be from a strictly scientific criterion, we do not think schools and districts should invest in control group evaluation designs. It is impossible to create genuine control groups because schools cannot ethically assign students randomly to experimental and control groups.

Parents and teachers must retain a voice in deciding which children attend summer school; as long as these sorts of intentional decisions are a part of the process, genuine experiments cannot be achieved. When other procedures are used, it is likely that the experimental and control groups differ in many potential ways such as motivation, parent involvement, and pretest scores. Statistical methods for trying to equate groups may lead to deleting subjects or transforming the data so making equivalent groups may not be possible. Finally, it seems unfair to relegate some students to a control group when they might benefit from summer school too.
- 2.) Opt for a high quality battery of pre- and post-tests. Schools should invest in better assessments for those students who do attend summer school rather than testing twice as many students (as they would with a Control group). Other things being equal, the tests should be as similar as possible from pre-test to post-test. Candidates include oral reading fluency and accuracy, curriculum-based assessments of comprehension performance and/or instructional reading level, and specific skill or process assessments (e.g., such as the tasks in the MLPP).
- 3.) Provide schools with resources to help them conduct rigorous, useful evaluations. These resources may include adequate staff to collect and analyze assessment data as well as adequate time to administer, analyze, and report assessment results. These resources may also include standardized tests, MLPP assessments and professional development, and other materials or training required to assess children's progress.
- 4.) Use the very best personnel one can find. There is some evidence from our experience that summer school programs are not always staffed with the very best qualified, most experienced personnel.

Implications for Summer School Programs (continued)

- 2.) Give students the time and attention they need. The current version of summer school, with teacher-pupil ratios of 1:10, goes a long way toward providing the opportunities for one-on-one attention, moving and feedback that students most at-risk for failure will require. But we can do better. Schools should do everything possible to find time for students to receive daily one-on-one attention so that instruction can be targeted to their particular needs.
- 3.) Coordinate summer programs with the regular school year programs and teachers. In 1999, schools were much more successful in establishing lines of communication between summer school teachers and the receiving teachers than they were in the 1998 effort.
- 4.) Increase the time available for prime time instruction. Between 1998 and 1999, Michigan summer school programs made great strides in ensuring that students received a critical mass of instructional time in the summer school. The goal was 60 hours.
- 5.) Redouble efforts to involve parents. Again and again, the research on effective school programs implicates parent involvement. The more parents are involved, the more they are invited in and made to feel welcome, the more the teachers and administrators reach out to them to establish two-way communication, the better the achievement in high poverty schools.
- 6.) Ensure that summer programs are adequately funded. In today's educational milieu, we are asking a lot of summer schools, more than ever before. No longer conceived as an enrichment activity, summer school is now not only core instructional time, it is a time for renewal of the achievement and learning profiles of those students not faring well in the regular school year.



The Evaluation High Road

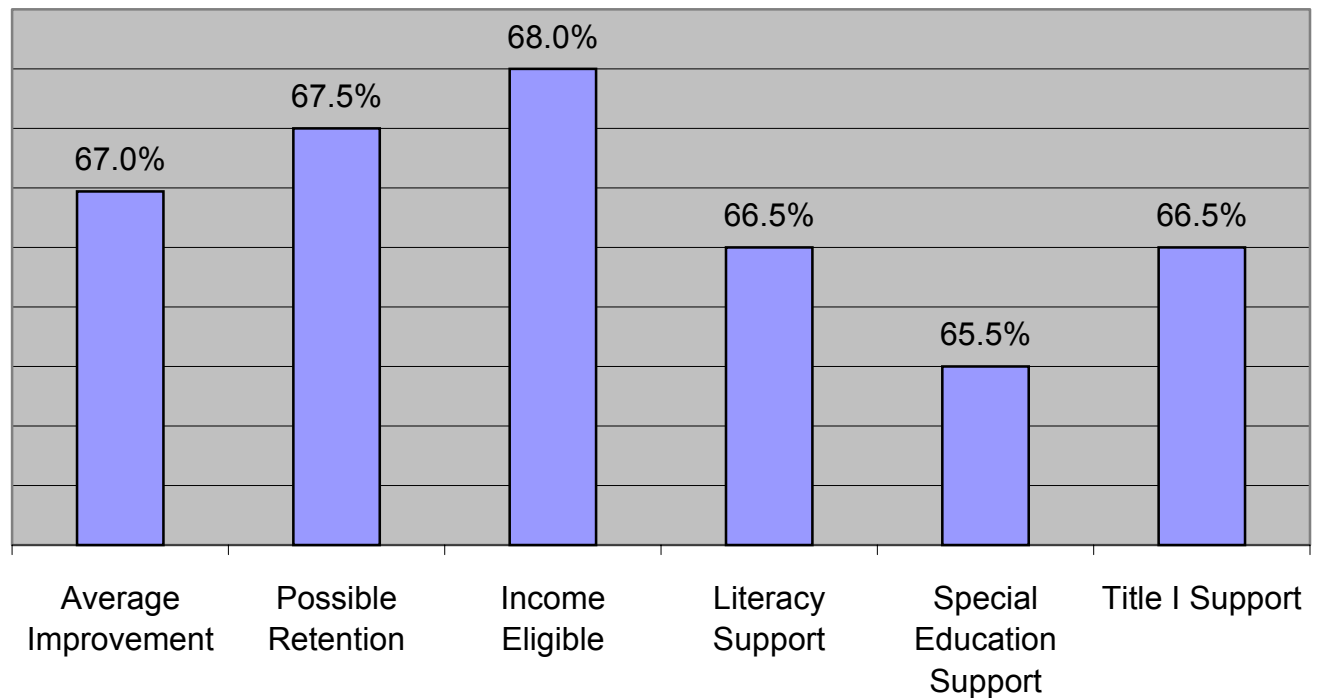
Compared to other summer programs around the country, the summer programs in Michigan have taken the high road on evaluation. They have not, as have other programs, geared their summer programs to improving scores on the outcome measures by having students do little else than complete practice tests that mimic the posttest. Instead, they have crafted programs on sound principles of curriculum, exemplary practice, and high student engagement. The significant gains on standardized tests and oral reading behaviors add impressive support to Michigan's approaches to both instruction and assessment. The state has worked collaboratively with teachers to develop and refine the MLPP and to publicize exemplary summer programs. We believe that this approach displays respect for teachers and students, as well as active participation by parents and administrators, and builds the kinds of ownership and responsibility at local levels that will sustain effective programs.

ASAP-SSP Preliminary Program Results

The final ASAP-SSP report is currently being compiled and will be provided by spring of 2002. However, preliminary data shows:

- 67% of students gained in reading and math.
- 80% of income eligible and special education students gained in math and roughly 60-70% gained in reading.
- \$735 state share per student.

Special Populations and Reading Improvement

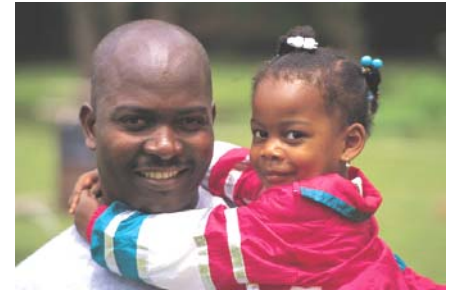


As the graph illustrates, special populations, including students in danger of retention, income eligible students, and students receiving literacy, special education and/or Title I support did about as well as the entire group. About two thirds of the entire group improved in reading during the summer session, as did possible retention and income eligible students. Though students receiving literacy, special education or Title I support appear to have not done quite as well, these differences are negligible. In short, the summer 2001 ASAP-SSP program benefited average students as well as special population students about equally well.

Information on the program's cost effectiveness, impact on reducing the number of students requiring special education, cost benefit per unit of student achievement and improving pupil scores on standardized tests will be provided upon release of final report.

II. All Students Achieve Program - Parent Involvement and Education (ASAP-PIE)

The ASAP-PIE is a legislatively funded, community-based grant program that is available to serve the parents of all children, birth to five years of age within funded intermediate school districts. The legislature authorized \$45 million per year in funding for this program for FY 2001 and FY 2002.



The goals of this program are to improve school readiness and foster the maintenance of stable families by encouraging positive parenting skills; enhancing parent-child interaction; providing learning opportunities to promote intellectual, physical and social growth; and promoting access to needed community services through a community-school-home partnership that provides parents with information on child development from birth to age 5. Connecting schools and families is a major priority of the State Board of Education. Sharon Gire and Herb Moyer chair the board's task force on Integrating Communities and Schools.

A.) Funding Requirements

In order to be funded, legislation required that communities create programs that were collaborative in nature with the schools, community agencies/organizations and parents working together to improve school readiness of children and foster stable families by:

- Encouraging positive parenting skills.
- Enhancing parent-child interaction.
- Providing learning opportunities to promote intellectual, physical, and social growth of children.
- Promoting access to needed community services.
- Providing information on child development.

B.) Service Requirements

To qualify for funding, a program needed to provide the following services:

- Home visits by parent educators trained in child development to help parents encourage learning opportunities for their children and to understand appropriate expectations for their children's development.
- Group meetings for families.
- Periodic developmental screening of children's overall development, health, hearing, and vision.
- A community resource network of referrals for families and children to other state, local, and private agencies.
- Connections to quality preschool programs for families.

C.) Grant Awards

Twenty-three intermediate school districts were notified by February 1, 2001 of their grant awards (attached). Each district was given 4 months (February through May) to operationalize their collaborative program and begin selected services. During this time districts:

- Developed interagency agreements with collaborative service partners, i.e., health department and mental health agencies, Family Independence Agency, Head Start.
- Secured facilities, materials, and technology.
- Recruited and hired staff.
- Conducted staff training.
- Developed outreach and recruitment strategies.



C.) Grant Awards (continued)

- Established databases.
- Networked and sought cooperation from private hospitals, physicians, local schools, media, business, and local government.
- Identified current service delivery problems and gaps.
- Developed cross agency release of information statements, referral documents, and family enrollment forms.
- Developed local media messages to educate families and the public.
- Selected parent educational materials.
- Determined which, if any, preschool programs in their community were of quality.
- Developed activities and initiatives to improve access to quality preschools.
- Identified existing community resources for the establishment of a resource network.
- Developed a local evaluation plan.

D.) Program Implementation Timeline

In June 2001, grantees began:

- Outreach efforts to enroll families (at malls, churches, county fairs, doctor's offices, media spots, etc.).
- Initial data collection on services provided for local and state evaluation.
- Developmental screening of children.
- Education at the community level about the program.
- Newborn hospital visits.
- Infant home visits.
- Referrals to community agencies.

By August 31, 2001, initial enrollment indicates:

- 3,097 total families were served in first months.
- 1,605 (52 percent) of these families were low income.
- 3,898 total children, birth to five years, were served.
- 2,046 (52 percent) of these children were from low-income families.



By September 2001, the full range of ASAP-PIE voluntary program services were offered to families. Involvement may include any or all of the following:

- Receiving educational mailings on children's development.
- Attending parent group meetings.
- Attending parent/child play groups.
- Receiving home visits from parent educators.
- Obtaining health, vision, hearing and developmental screenings for children and in some locations, dental and lead screenings.
- Receiving child and family referrals through the community resource network.
- Accessing a quality preschool program.

During September 2001, an additional 2,896 families (1,286 low income) and 3,951 children (1,820 low income) received services beyond informational mailings. A large number of families not reflected in August or September numbers have requested only mailings at this time. Additional families have had to be turned away after hearing about the program. Due to the families residing outside of the funded intermediate school districts' boundaries. These families' resident Intermediate School Districts (ISDs) did not receive funding for an ASAP-PIE program so no referral was possible.

E.) Program Models - Programs were organized around 4 models of service delivery:

- ISD delivers majority of services with referrals to specialized community services (e.g. Calhoun, Allegan).
- ISD provides oversight with local districts providing majority of services (e.g. Traverse Bay, Washtenaw, Genesee).
- ISD and community agencies jointly providing services (e.g. Ingham, Van Buren, Eaton, Saginaw).
- ISD provides oversight with community agencies providing the majority of services (e.g. Midland).

In addition to service delivery and increased community collaboration, four programs are seriously committed to ASAP-PIE being the catalyst for creating lasting “systems change” in their communities around how families and young children are served (Eaton, Branch, Saginaw, and Ingham).

The amount of time spent working to develop strong collaboration varies between programs. Those that are working closely with collaborative partners are finding it to be critical work that takes large amounts of time to create real change.

Most programs have had as their initial focus the enrollment of families with newborns, in hopes of assisting these parents in getting a successful start with their new infants. Outreach at local schools and community events are also assisting in the location of families with preschoolers and toddlers.



As the ASAP-PIE programs begin to work with families, it is anticipated that any special needs children will be identified early. This will result in more referrals and specialized intervention than in the past for this young age group. It is anticipated that early identification will result in the reduced need for intensive special education services at a later date in school.

A small number of applicants for the ASAP-PIE grants who were not funded have also been working with funded ASAP-PIE programs in an attempt to provide some ASAP-PIE services. They have:

- Explored how they can offer parent education and involvement using local funds or other grant funds.
- Collaborated with funded ASAP-PIE programs on issues related to parent involvement and education.

MDE has been assisting this effort by providing technical assistance materials. Both groups have been freely sharing information.

F.) Program Impact

The legislature requires each grant recipient to provide data on the impact of the program on:

- Improving school readiness.
- Reducing the percentage of children needing special education programs and services.
- Fostering the maintenance of stable families.

However, given these programs just became fully operational in September, a meaningful analysis was not yet possible. Therefore, the department has collected the following anecdotal program impact information.

G.) How ASAP-PIE has Helped Families and Children

Success Stories From Branch County

- ❖ *In July, a Family Support Partner began working with a 22 month old child who spoke only four to five words. Five months later, the child has passed the 60-word mark. She recently said her name for the first time and is now saying the Family Support Partner's name as well. Her older brother, who is now six years old also had speech delays and was in the preschool special education classroom as a result. He continues to work with a speech therapist in kindergarten. The parents and professionals involved anticipate that his sister will not experience any speech delays by the time she starts kindergarten and may not need specialized services.*
- ❖ *A ten-month-old child born to well educated parents was identified as having gross motor delays. He was not rolling, crawling, or bringing his hands to his mouth. He presented as a happy child and the mother noted that he loved to cuddle, so he was frequently held. It was also observed that his older sister was willing to do anything for him. At the time of the developmental assessment, it was discovered that the child rarely had the opportunity to be on his stomach in order to develop those muscles and that his parents did not realize that this was an issue. The parents were open to home visiting services and received a Family Support Partner who began to work with them educating them on child development and activities they could do to stimulate gross motor development. The parents were eager for this information and repeatedly commented that they just didn't know the significance simple activities played in a young child's development. Within six weeks, the child was able to roll, crawl, pull himself up to furniture, feed himself, and babble more sounds. The parents remarked that with the Family Support Partner's intervention, the child would be walking by his first birthday.*
- ❖ *In May of 2001, a three-year-old child was identified as having speech delays and exhibited behaviors that led the professionals to believe he probably had some sensory integration issues. However, the family was not able to accept that information at that time and refused Special Education Services. They were encouraged to participate in the ASAP-PIE Family Support Program in order to receive support and assistance. The family agreed to home visiting services and began weekly visits with their Family Support Partner.*

After several challenging weeks of work with the Family Support Partner, the parents began to see some progress in their child. During this time, the Family Support Partner also was gently educating the parents about child development and "out-of-sync" children. The mother began to realize that her child had issues that went beyond just speech and language, but the father was yet to come to terms with this. The father would be faced with this reality when the family was on an outing and he observed another child close in age to his own child. At that point, he too came to the realization that his child had additional special needs. The father tearfully discussed this reality with the Family Support Partner at the next home visit.

The parents then began to frequently ask questions about additional services and resources available to their child, which led the family to seeking a re-assessment of their child's development by the Special Education Staff six months after the process began. At the re-evaluation, the family and staff celebrated the progress that the child has made. He is now able to verbally identify objects and pictures and adjusts to change more smoothly. The parents have also learned techniques to assist the child with transitioning. The parents have decided that the mother will leave her employment in order to focus more on the child. The child will begin to attend the pre-primary classroom in a couple of weeks and the family continues to work with the ASAP-PIE Family Support Partner to support their learning and parenting.

Success Stories From St. Clair County:

- ❖ *"I am working with an 18 month old baby who is the youngest of eight children. There is a history of learning disabilities in the family and the mother reports that she cannot read well herself. Activities that I do each week are to engage this little girl in rhythm and rhyme and literature, encouraging her to become interested in books. After four or five weeks she brought a book to me, sat on my lap on the floor and wordlessly asked me to read to her. Seeing this, Mother cried. She said none of her children had ever done that before, and it was her hope that this youngest child would not have the reading difficulties that her brothers and sisters had."*
- ❖ *"I began visiting a family with a youngster who was having difficulty in speaking clearly to the point that his mother (and family members) could not understand a great deal of what the 33 month old son was saying. We worked with our local school district's Speech and Language Department and the little guy qualified for services. In the past three months, virtually all of the family members can now understand far more than ever before of what he is saying. During my recent visits, I too have been able to better understand his speech. He appears to be happier and he is definitely thrilled to get to "go to school" and have class like his older sister. His speech therapist is very pleased with his personal progress and she feels he will be able to enter school in the fall as part of the Michigan School Readiness Program with the ability to communicate to his peers and the teaching staff."*
- ❖ *"I have been working with a little girl since August, and have seen many changes in her emotional development and behavior. When I first began seeing her at 20 months, she was unable to focus on any activities or cope with her emotions effectively. She would throw herself on the ground, cry incessantly, and wouldn't listen to her mother. Her mother would let her rule the house.*
After seeing them on a few visits, I began to realize that this little girl had many different caretakers, and had no structure or stability in her life. I asked her mother to make a schedule for her and a list of rules that all the caretakers would follow after discussing with the mother the importance of routine and consistency. The mother completed this assignment by the next week, and since then, mother feels more competent and able to provide a stable, loving home for the child. The little girl is 26 months now, and is doing wonderful. She is speaking, playing, and dealing with her emotions much more effectively. She is a joy to be around!"

Success Story From Allegan County:

- ❖ *“Bill (father) has been so impressed with all the things Becky (mother) has learned about teaching Sam, that now, at his request, I visit at a time when both parents can participate.”*

Success Story From Washtenaw County:

- ❖ *“Today many families don’t have the ‘safety net’ of support. Because of our transient society many extended family members are far away, and young families need to connect. Our playgroups provide a very safe non-threatening environment for needed relationships to grow.”*

Success Stories From Saginaw ISD:

- ❖ *This teen mother entered our program in October 2001. She was 19 years old and the mother of a 5-month-old son. She had recently moved back to Saginaw but was unemployed at the time of her intake. She and her son attend playgroups regularly, and they really seem to enjoy themselves. Within weeks of entering our program, this teen mom started Work First. Since the Parents As Teachers visits and playgroups, she has become more observant of her son’s behaviors and voices to me consistently, any new skill he has acquired or words that he is attempting to say. She is learning about what things to look for and how she can encourage his development of new skills.*
- ❖ *“All I want to be is a stay at home mom,” were the words of a teen parent who had completed the 10th grade in high school and couldn’t see any reason to go back to school to get her high school diploma or obtain a G.E.D. She stated, “I don’t need to go back to school because I am gonna stay at home with my kids.” The parent educator explained that education is very important and that maybe some day she would want and/or need to obtain employment. To do that, she would need to have an education. The parent educator also stressed that by completing her education she would be serving as a good role model for her two small children.*

The parent educator continued to make home visits with the family, not pressing the issue. Approximately 6 weeks passed, the teenage mom greeted the parent educator with, “I want to do that G.E.D. thing. I want to do it now, but I don’t know if I will pass it.” The parent educator got the testing dates for the teenage parent. They selected a date, and when the time came, the parent educator took her to the pre-test. “This wasn’t really that hard. I did really good on the pre-tests and I’m all registered to take the final test.”

Success Story From Houghton County:

- ❖ *“Jane” and her son entered the program when “Jane’s” husband experienced a catastrophic health event, which left him with an altered personality, unable to walk and permanently disabled at 24 years of age. Without health insurance “Jane” became responsible for his astronomical health costs with the prospect of working a minimum wage job to support her family.*

“Jane” came from a documented abusive home and with the stresses of her husband’s health situation she feared she would fall back on the way she was parented. She reported thoughts of abandoning her children and running away. She requested a home visitor to help guide her with her parenting.

Her younger son became very clingy with the loss of his father in the home. He did not play with his older brother, and would only play a very short time by himself without touching base with his mother. He began biting his fingernails and toenails until they bled.

With consistent home visiting “Jane” has learned to do developmental activities with her son, giving him the attention he needs. A referral for Infant Mental Health was made and a specialist visits the home regularly to help her with her coping skills. She now works as a cashier. To enable her husband to come home for visits she will need a handicapped accessible home. She is a candidate for a Habitat for Humanity home.

“Jane” has made great strides in the face of enormous difficulties to provide her children with a stable home. She has learned to provide for herself, to nurture and play with her children and to control her anger. In addition, she is considering a mental health referral for herself. Her son is more open, plays by himself, and has stopped biting his nails to the same degree. The opportunities for enhanced family stability and school readiness that the ASAP-PIE grant has provided this young family are immeasurable.

Success Story From a Parent in Allegan County:

- ❖ *“Our family educator really helps us with that...I lean on Karen for support and information. It is reassuring having her...Absolutely every first time parent would benefit from this. Where we had a lot of doubts and worries about parenting when Ian was born, with child number two, we’ll be ready!”*

Success Story From a PIE Worker in Washtenaw County:

- ❖ *Families, especially when they understood that this was for ALL FAMILIES were delighted to have the support. “It’s so reaffirming when you say we are doing a good job.” “You are giving us permission to do what we know we should be doing.”*

Success Stories From Parents in St. Clair County:

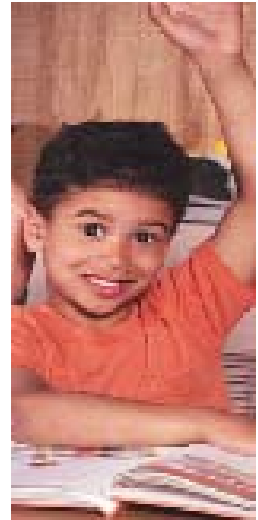
- ❖ *“Our child was behind in a few areas. It was brought to our attention and now we can get help BEFORE HE GOES TO SCHOOL! Thank you!”*
- ❖ *“I think this is the perfect program for myself and my child. I would recommend this program to anybody and everybody!”*

III. All Student Achieve Program - Literacy Achievement Program (ASAP-LAP)

A.) Background

Recent research findings, such as those listed on page two of this report, suggest that many children who are diagnosed as learning disabled are actually reading disabled. Further, research demonstrates that early intervention for these youngsters, in the form of intensive one-to-one and small group instruction is critical to their future reading and school achievement.

Two and one-half years ago, the legislature appropriated \$5 million in Section 32 of P.A. 119 of 1999, for a new Reading Improvement Assistance Program to begin in FY 2000. The purpose of this pilot program was to identify students at-risk of referral for Special Education services because of deficits in early reading acquisition skills, and to provide these students with a reading improvement program that would prevent the need for Special Education services in later grades on the basis of reading failure.



Funding for this reading improvement program was intended to be for the first of four years of funding. Grant eligibility criteria required a district to have at least 1,500 pupils in membership using 1998-99 data, and at least 8 percent of the pupils enrolled in the district must have been determined to have a specific learning disability, using December 1, 1998 headcount data of all Special Education students as required under P.L.105-17 IDEA to ascertain the number of students determined to be learning disabled.

The Reading Improvement Program grants were required to contain all of the following:

1. An assessment of the reading skills of pupils in grades K to 3 to identify those pupils who are reading below grade level,
2. Special reading assistance to identified students that is research-based and structured,
3. Continuous assessment of, and an individualized reading education plan for, students in the reading improvement program, and
4. Alignment of learning resources in the reading improvement program with the state standards.

In February 2000, nineteen school districts were awarded grants totaling \$4,998,620 under this program (see attached list). A carry-over provision in the legislation allowed school districts to begin their programs the following year. Given the date of the award, most schools implemented their program in the fall of 2000.

In Section 32f (7) through (20) of the State School Aid Act for FY 2001, the legislature established a new reading initiative called the All Students Achieve Program-Literacy Achievement Program (ASAP-LAP). In this section, \$50,000,000 was appropriated for competitive grants to local and intermediate school districts and public school academies for new resources and programs for students who are not achieving in reading or who are at risk for reading failure.

A.) Background (continued)

The FY 2001 ASAP-LAP grants were expected to be the first year of a three-year cycle of funding, pending continued legislative appropriations. Districts awarded grants under the Reading Improvement Assistance Program were allowed to receive ASAP-LAP funding to continue their projects initiated under the previous grant program or apply under the new ASAP-LAP program. A listing of districts choosing to receive continuation of funding under the Reading Improvement Assistance Grant is attached.

ASAP-LAP qualifying districts included: local school districts that both reported at least 1,500 students in membership in 1998-99, and reported at least five percent of their pupils as learning disabled based on the December 1, 1998 head count, and/or reported not more than 41 percent of the students who took the spring 1999 fourth grade MEAP reading test receiving scores of at least satisfactory; intermediate school districts that propose to serve one or more local school district meeting the characteristics above; and public school academies located within local school districts that meet the characteristics above.

ASAP-LAP project options included:

1. Reading improvement programs,
2. Reading disorders and reading methods programs,
3. Structured mentoring tutorial reading programs, and
4. Cognitive development programs.

All ASAP-LAP programs were required to be structured, research-based and validated, and be able to demonstrate evidence of success in assisting students who are struggling to learn to read. Programs were required to be aligned with the *Michigan Curriculum Framework* Content Standards and Benchmarks and Department-developed supporting documents so that student achievement on state assessments will be enhanced.

In each participating elementary building, at least 25 percent of the students identified as at-risk of reading difficulty, according to the assessment protocol specified by the program option, were required to be served with the specialized literacy assistance. All programs were required to provide for ongoing assessment of the targeted students' progress and develop individualized education plans based on the assessment.

Grant funds could not exceed \$85,000 per elementary building. If the literacy achievement program option chosen required specialized personnel, grant recipients may use the funds for up to 50 percent of the salaries and benefits for each teacher trained and/or certified to provide the identified literacy achievement program option.

In January 2001, 110 grantees were awarded ASAP-LAP grants. A listing of districts awarded ASAP-LAP grants in FY 2001 grant is attached. Almost all newly funded programs began in the fall of 2001 as a result, preliminary student improvement data will not be submitted to the department until the summer of 2002.

An evaluation on the ASAP-LAP and Reading Assistance Grants including student achievement and cost data will be conducted during the fall of 2002. This report will be submitted to the legislature upon completion.

All Students Achieve Program-Literacy Achievement Program

Name of Program	Reading Improvement Assistance Grant	ASAP-LAP
Date Began	October 1999	October 2000
Date Awarded	February 2000	January 2001
Implementation Date	Most programs began in September 2000	Most programs began in September 2001
Developed By	Legislatively mandated/MDE Staff	Legislatively mandated/MDE Staff
Total Funding	FY00 \$5M funds with carry over until 6/30/01	FY01 \$50M funds with carry over until 6/30/02 FY02 \$43M funds with carry over until 6/30/03 FY 03 \$0
Program Goal	Increase student reading achievement, reduce number of students at-risk of being referred to special education as a result of reading failure	Increase teacher literacy development knowledge and training, increase student literacy achievement
Program Overview	19 school districts were awarded grants to provide quality reading intervention programs for children in K-3	110 Grantees: local educational agencies, intermediate school districts, public school academies have been funded to provide quality professional development and early intervention for children in grades K-4
Program Results:		
a) Student's Served	a) 4,152 students were estimated in grant application	a) 110,185 were estimated in grant application
b) Results	b) Evaluation will be conducted with LAP in November 2002	b) 2001 data reported by fall 2002. Evaluation to be conducted in November 2002
c) Cost / Students	c) Actual number of students served and cost per student will be outlined in November 2002 report	c) Actual number of students served and cost per student will be outlined in November 2002 report
d) Cost Effectiveness	d) Not available	d) Not available

B.) How ASAP-LAP has Helped Children and Schools

Success Story from Howell School District:

- ❖ *“The grant has assisted our students, district and school by providing a common focus on literacy and high academic expectations for all students. It has allowed for a common level of professional development and also allowed us to nearly double our staff and resources for literacy and intensive early intervention for literacy. Early indications are showing that referrals for special education placement are down due to the successes we have been seeing in Reading Recovery and the many interventions available through teachers now that they have received so much training. We have trained 132 teachers in all six areas for MLPP certification. It is our goal to have all K-3 teachers certified in MLPP by February 1, 2002.”*

Success Stories from Spring Lake School District:

- ❖ *As the result of the ASAP-LAP, Spring Lake School District implemented HOSTS (Helping One Student To Succeed) programs in both Holmes and Jeffers Elementary schools. September-January results based on Jerry L Johns Basic Reading Inventory:*

Holmes Elementary

- *38 students,*
- *18 students (47 percent) improved one grade level,*
- *6 students (16 percent) improved two grade levels, and*
- *14 students improved in specific skills but grades remained the same.*

Jeffers Elementary

- *31 third and fourth grade students,*
- *14 students (45 percent) improved one grade level,*
- *9 students (29 percent) improved two to three grade levels, and*
- *8 students improved in specific skills but grades remained the same.*

Success Story from Huron Valley School District:

- ❖ *The ASAP-LAP grant has proven to be the most effective change agent in improving Huron Valley students' literacy skills in the past 30 years. As a result of its funding Huron Valley placed literacy coaches in all 11 elementary buildings who model lessons, certified 6 MLPP district trainers, provided on-site staff development, coordinated literacy teams, monitored classroom literacy programs and supported the effective implementation of the Michigan Literacy Progress Profile (MLPP). Monies were also allocated for staff development training in the research-based Early Intervention Program so 56 teachers have also improved their instructional skills to increase student achievement.*

*As a result of grant funding, the best literacy instructional practices are more consistently used in classrooms across the district and the likelihood of **all** of our students being fluent readers by the end of third grade has increased significantly. Teachers are more willing to try new research-based literacy strategies because literacy coaches provide them with the ongoing necessary support. The grant also increased students' scores on the MLPP because of the quality, consistent staff development. We believe that these students will be better prepared to meet the standards measured on the MEAP Test.*

Without grant funding, Huron Valley would be unable to fund this effective intervention program due to its limited foundation grant as it is below the state average. The grant has caused more positive momentum to change instructional practices and ultimately improve students' literacy skills than any other previous initiative. If grant funding continued, student success would rise to an even higher level. The district is most appreciative of the funding and only wishes that such an effective program could continue to do its good work. Continuation of the grant would certainly support the state and federal goal of having all children be fluent readers by the end of third grade.

Success Story from Newaygo ISD:

- ❖ *The ASAP-LAP grant in the Newaygo ISD includes a consortium of four K-12 school districts. Three of the four districts were also consortium partners in the state funded Section 32 Reading Improvement Grant, which provided funds to initiate Reading Recovery during the 2000-2001 school year. Local Reading Recovery evaluation results indicated an 85 percent of students were reading at grade level and were able to exit the program. A figure consistent with Reading Recovery national evaluation data.*

The Newaygo ISD LAP consortium grant includes two initiatives. The first is to expand Reading Recovery to include 11 teachers in the four school districts. These teachers began services in the fall of 2001. Although 2001-2002 school year data for Reading Recovery is not available at this time, local tracking data of special education referrals and evaluations indicate a decline in both categories at the first and second grade levels.

The second LAP initiative focuses on balanced early literacy. During the spring of 2001 approximately 180 teachers were trained to deliver the 4 Blocks balanced literacy model, which they began implementing in the fall of 2001. Nearly 150 early elementary teachers have also been trained in the use of the Michigan Literacy Progress Profile and Portfolio (MLPP), which they begin implementing upon completion of their training.

Follow-up training and consultation have been provided to all teachers after their training. In addition leveled libraries have been established in each elementary school to ensure appropriate instructional resources are available to teachers as they implement balanced early literacy in their classrooms. Formative evaluation data are being collected which include multiple pre/post measures of individual student achievement. These data are being used to make necessary program adjustments and will provide the basis of the summative annual report.

Success Story from Reed City:

- ❖ *Under the ASAP-LAP program, the Reed City Area School District implemented a HOSTS LA program in G.T. Norman Elementary and Upper Elementary School. Norman Elementary results from October-December 2001 indicate 88 percent of third grade students in the program improved their reading rate, the average reading level improved by 0.6 and the average Instruction Reading Level improved by 0.6. Eighty-eight percent of fourth grade students at Upper Elementary improved their accuracy rate. The average reading level increased by 0.7 and there was an average increase of 1.1 for instructional reading level.*

Success Story from Muskegon:

❖ *The Reading Assistance and ASAP-LAP grants enabled Muskegon Public Schools to implement several new program services administered to students in eight elementary schools. Programs included:*

- *Helping One Student To Succeed (HOSTS)*
- *Reading Excellence Teachers (RET)*
- *Reading Excellence Tutors (RT)*
- *Kindergarten Literacy Extension (KLE)*
- *Early Literacy Instructional Specialists (ELIS)*

Three new HOSTS sites were added. Partnerships with Volunteer Muskegon and Foster Grandparents helped create a tutor base. HOSTS was made available to all 1st -3rd grade students identified for extended special reading assistance in our five highest poverty schools (two of five HOSTS sites were already in place). A paraprofessional site manager coordinated each site.

Six Reading Excellence Teachers (RETs) worked collaboratively with 1st, 2nd and 3rd grade classroom teachers to implement the 4 Block literacy instructional model (4BLM). They were staffed in five schools to reduce class size during 4 BLM to compliment our other five schools that have state and federal reduced class size. RET used diagnostic instructional decision making techniques and instructed within the 4 Blocks. Student needs were quickly diagnosed. Teachers working together in the classroom provided individual and small group instruction. All K-3 teachers were trained and expected to use 4BLM. Therefore the Reading Improvement/LAP grant has impacted over 1300 students.

Twelve Reading Excellence Tutors (RT's) located in five elementary buildings provided reinforcement of the 4BLM. They extended guided reading, read aloud, cut up sentence and working with words to groups of three 1st - 3rd grade children in 40 minute, locally developed structured lessons. The tutors were under the daily supervision of the Reading Excellence Teachers.

The final component, Kindergarten Literacy Extension (KLE), served children identified as most at-risk of not learning to read in the half-day kindergarten setting. These students attended a regular half-day program and then stayed at school for extended literacy instruction using the Building Blocks model in an additional half-day.

Early Literacy Instructional Specialists trained and supported RET, RT, HOSTS and KLE programs. They have become MLPP trainers and conducted several trainings.

Muskegon Student Achievement Progress

Data on student achievement clearly show gains. In the HOSTS program schools, students gained on average 1.4 years of reading growth. Third graders gained the most, beginning reading at a first grade level and ending at 3rd grade level.

Students receiving Reading Excellence Teacher and Tutor efforts increased their reading fluency on average 10-12 book levels or approximately one-year. KLE kindergarten students also substantially benefited, starting school with a very limited understanding of print and progressing to an early first grade reader.

Special Education referrals have dropped nearly 65%

Special Education Referrals

In addition, the reduction in Special Education referrals has been remarkable. Referrals have dropped nearly 65 percent from 154 to 100 over the past year.

Student Success Story

Elizabeth (not real name), a third grader, enrolled at Nims Elementary School in November 2000. Elizabeth's instructional reading level was 18, equivalent to a beginning second grader. She was able to identify only 8 of 20-second grade sight vocabulary words and none of the 3rd grade words. Besides having academic problems, Elizabeth was also very disruptive in the classroom. She was defiant and disrespectful to students and adults. Elizabeth's mother has recently given up custody of her to move out of state. Elizabeth was now living with her father.

Elizabeth was immediately put on the school's HELP Team and began reading with a Reading Assistance Teacher. Besides giving Elizabeth the academic support she desperately needed, she was also receiving the emotional support she needed. As her reading skills improved, so did her behavior. By May of 2001, Elizabeth has reached a reading level of 26, a 4th grade reading level. She could also identify 14 of 20 third grade sight vocabulary words. Her behavior is no longer a problem as she was able to leave the Reading Assistance Teacher and work with a reading tutor.

Elizabeth is continuing to do well this school year (2001-2002). The reading grant program played a major role in Elizabeth's success story.

IV. Michigan School Readiness Program

Much research has focused on the effectiveness of high-quality preschool programs in preparing at-risk children for school success. The report of the National Research Council, *Eager to Learn, Educating Our Preschoolers* (2001, National Academy Press), recommends "...well-planned, high-quality center-based preschool programs for all children at high risk of school failure" (p. 17). The report indicates that high-quality preschool programs can prevent school failure and significantly enhance learning and development. Preparing children for success in school clearly means preparing them for success in learning to read.



Michigan is one of 31 states that utilize state funds to provide prekindergarten services for children the year before they are age-eligible for school. A few states are working toward universal prekindergarten services for all children; most use state funds only for children who are somehow identified as at-risk of school failure.

Michigan's program, which began with \$1M in funding for pilot projects in 1985-86, defines risk very broadly. Each eligible student must have at least 2 of 25 risk factors approved by the State Board of Education; a majority of the children must be low income (about double the poverty rate).

IV. Michigan School Readiness Program (continued)

The Michigan School Readiness Program operated in 465 school districts with \$72.6M in state aid funds in 2000-2001; an additional \$12.9M allowed 65 public and private non-profit agencies to participate in the program. Almost 26,000 children were funded at a per child allowance of \$3,300 for a high-quality preschool program; 62 percent of those were low-income, and 63 percent had their parent or parents working while they were enrolled. About 98 percent of the children are served with part-time preschool classroom services; fewer than 2 percent of the programs utilize a model with weekly home visits and biweekly “cluster” meetings.

In addition, a competitive grant for full-day services was offered to Michigan School Readiness Program grantees and federal Head Start agencies. Thirty-two grantees spent \$5M to provide wraparound, full-day and full-year services to over 1,100 children of working parents who would not have been able to access a part-day program. A detailed report on the history and implementation of the Michigan School Readiness Program is available from the Office of School Excellence.

A grant for a longitudinal evaluation of the Michigan School Readiness Program was awarded to the High/Scope Educational Research Foundation in the spring of 1995. The evaluation has followed 338 children who participated in the Michigan School Readiness Program in 1995-96 and a group of 258 similarly at-risk non-participating children since their kindergarten year through fourth grade. From kindergarten through fourth grade, teachers rated the children who had participated in the preschool program as significantly more academically ready for school. When these children entered kindergarten, observers rated the preschool program graduates significantly better than their no-program classmates in language and literacy, creative representation, music and movement, initiative, and social relations.

Compared on the Michigan Educational Assessment Program at grade 4 to their classmates of similar background who did not attend the program, 24 percent more preschool graduates passed the reading test and 16 percent more passed the mathematics test, while 35 percent fewer were held back a grade. The full report of the evaluation is available on the High/Scope website at www.highscope.org

“The State Board has placed high emphasis on early childhood,” said Kathleen N. Strauss, State Board President. “These results are extremely encouraging and we are pleased to see this kind of result from a vital Michigan program.”

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